

INDIAN ORIGINS AND MIGRATIONS



SOCIAL STUDIES GRADES 4--8

CHART: Indian Origins and Migrations (These charts can be found on <http://www.uen.org> under Social Studies, American Indian History Maps and Charts, or on the Utah State Office of Education site at <http://www.usoe.k12.ut.us/curr/indianed>; go to “Teacher Resources,” then “Maps and Charts.”)

Level 4 Standards:	6040-01; 02
Level 5 Standards:	6050-01; 02
Level 6 Standards:	6060-01; 02; 05; 06
Level 7-8 Standards:	6100-01; 02; 03; 04; 05
Utah Studies	
Level 7-8 Standards:	6120-01; 02; 03; 04; 05; 06
U.S. History	

OBJECTIVE: The students will understand the origins and migration patterns of American Indian tribes relative to their present-day locations.

ESSENTIAL QUESTION 1: Why did early inhabitants of the North American continent move from one location to another?

ESSENTIAL QUESTION 2: Did migration happen in other geographic locations beside North America?

ASSESSMENT EVIDENCE

Students will demonstrate their understanding of the concept of “origins and migrations” by discussion or in written form. The students will recognize and identify the various contributions

each ethnic group has made toward the development of our nation and discuss or present them in a written report.

In a class discussion, the students will recognize contributions from these early peoples that have an impact on our present, daily lives.

LEARNING STRATEGIES

The teacher will introduce the concept of “origins and migrations” to students, making it clear that all peoples have their own origins and made migrations throughout the history of civilization.

- Have students study the migrations of American Indian tribes, identifying two recognized tribes, tracing their origins, and comparing these with their present day location.
- Have students discuss the origins and migrations of European ethnic groups to the Americas. Why do groups of people migrate? What happens when one group migrates into another group’s area?

Initiate group/class discussion of what interactions occurred when groups of people began to have cultural exchanges in the process of migration.

Consider ethnic group exchanges that influence our present, daily lives (i.e., foods, language, clothes, customs, etc.).

Resource materials are listed at the end of the Guide.



SOCIAL STUDIES STANDARDS GRADES 9-12

CHART: Indian Origins and Migrations

Level 9-12 Standards: 6200-01; 02: 03; 04

World Cultural Geography, Part I

Level 9-12 Standards: 6220-01; 02; 03

Ancient World Civilizations

Level 9-12 Standards: 6250-01; 02; 03

United States Studies

OBJECTIVE: The students will be able to develop an understanding of the origins of the American Indian, according to archaeological and theoretical evidence.

ESSENTIAL QUESTION 1: Why did the early tribes migrate to different locations?

ASSESSMENT EVIDENCE

Have students identify the Indian tribes with which European groups (i.e., Spanish, French, English) made initial contact.

- Have students discuss the impact of migration; consider for discussion such things as different cultural concepts (i.e., land ownership, values, customs, trade, interrelations, acculturation, etc.).
- Hold a panel discussion on concepts of land ownership two groups meet and one group settles on the other's land (for example, the Wampanoag tribe and the British).

LEARNING STRATEGIES

The teacher begins the unit by presenting charts (which can be found at <http://www.uen.org>) as a bit of archaeological evidence that shows migrations of various cultures at various times. Using a Video iPod, the maps and charts can be projected on to a screen in the classroom.

- Develop interest; follow the Ute Indians from their origins in southern California and northern Mexico as part of Uto-Aztecan groups.
- Of the groups listed, trace the migration origins of two Utah Indian tribes for discussion. Is there tribal affiliation with another tribe? Is there a language family similarity?

Present the sea and land exploration routes of European ethnic groups that eventually led to major migrations to the Americas. Hold a class discussion about ethnic groups from Norway, Holland, England, France, Spain, Portugal, Italy, etc.

Request a resource person from the Indian community to come into class for a presentation and discussion on tribal origins, beliefs, concepts, customs and contributions.

RESOURCES

(Additional resources may be found at the end of the Guide.)

Filmstrips: “Indian Origins: The First 50,000 Years”
 “American Indians: Before the White Man Came”
 “Indian Culture: 2000 BC to 1500 AD”

Charts: Language Families of North America
 Native American Tribes
 Exploration Routes and Trails—Spanish, 1500-1811
 Exploration Routes and Trails—1607-1800

Books: Jahoda, Gloria. *Trail of Tears*. New York: Wings Books, 1995. (ISBN: 0517145770)

Richter, Daniel. *Facing East from Indian Country: A Native History of Early America*. Cambridge, Massachusetts: Harvard University Press, 2001. (ISBN: 0674006380) Covers pre-colonial times and after.

Lepore, Jill. *Encounters in the New World: A History in Documents*. New York: Oxford University Press, 2000. (ISBN: 019515496)

Mancall, Peter, and James Merrell, eds. *American Encounters: Natives and Newcomers from European Contact to Indian Removal, 1500-1850*. New York: Routledge, 1999.

Joseph, Alvin M., ed. *America in 1492: The World of the Indian Peoples Before the Arrival of Columbus*. New York: Knopf, 1992. (ISBN: 0679743375)

DVDs: *500 Nations* (documentary by Kevin Costner). Four DVDs.

Into the West (five-part series made for TV).